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ENRICHMENT PROGRAM FOR THE CULTURALLY DIFFERENT CHILD.

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In an effort to meet the ne d for additional assistance inacademic areas and acculturation of the school age children on the Fort Hall Reservation in Southeastern Idaho, a two-week tour of the Northwest for 30 Indian students was formulated. The procedures, planning, and orientation of this project are presented, including the following topics: evidence of need, project escription and objectives, financing, staff selection, selection of children, orientation and planning, meeting the objectives, and project evaluation. A day-by-day itinerary is et forth with a unning commentary plus an overview of pre-and post-week activities. A list of participants, recommendations for future programs, and pictures conclude the document. (SW)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# Enrichment Program

# for the

# Culturally Different Child

ED021660

Sponsored By

## *The* SHOSHONE-BANNOCK TRIBES

FORT HALL INDIAN RESERVATION
FORT HALL, IDAHO

RC001087

## INTRODUCTION

Preliminary planning of possible objectives and possible itinerary for this program started in October, 1966. It was at first thought that some summer recreation funds could be made available for a limited number of students. In addition, the Rockefeller Foundation and Arrow, Inc. were considered as possible sources of funds. When the Elementary and Secondary Education Act of 1965 was amended so that the Bureau of Indian Affairs could submit projects, it was then decided to take this avenue.

It is planned at this time to run the program as a three year demonstration project. If results warrant continuation, we hope that it can be financed through a cooperative effort of the local school districts and the State Department of Education.

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## I. NEED FOR THE PROJECT

The needs of the Indian children in the area were determined by a two-year study carried on by the Fort Hall Education Office. Motivation for the study came from a history of non-academic achievement and lack of acculturation on the part of the large majority of Indian students. The following sources were used in identifying needs:

1. Grade samplings
2. Achievement test scores
3. Individual student counseling
4. School attendance reports
5. Teacher interviews
6. Interviews with school administrators
7. Attitudes expressed at teacher workshops
8. Consultations with local community organizations associated with Indian young people
9. Counseling Neighborhood Youth Corps enrollees
10. Consultations with VISTA volunteers working within the educational framework
11. Observations of children during summer camp activities
12. Consultations with the Shoshone-Bannock Tribal Education Committee
13. Consultations with other branches of community services within the Bureau of Indian Affairs

The following results and conclusions came from the above mentioned sources:

1. A profile of the grades earned by seventh grade Indian students was made during the first semester of 1965-66 and showed that 69% of all grades earned in English were D or below; 86% of the grades earned in Math were D and below; 79% of the grades earned in Social Studies were D and below.
2. A six-year study comparing the absentee rate between elementary school students and junior high school students showed an average increase of nine additional days for the junior high school students.
3. Tribal operations and the functions of tribal government are not a part of the public school curriculum, yet the students of this area will be expected to participate actively and direct tribal affairs as adults.

4. There is a pressing need to demonstrate to the local communities that non-achievement is not a biological product of Indian ethnic groups. While not often verbalized, it appears that this may be the unconscious attitude of the general public, educational systems and the Indian students themselves.
5. Materials used for instruction in the surrounding schools follow standards and patterns reflected in WASP (white, Anglo-Saxon, Protestant) culture. The Shoshone-Bannock children have not had the experiences about which they study. A survey at the Fort Hall Elementary School, during the 1965-66 school year, showed that most of the class members had very limited travel experience. Of the group selected, only one child had traveled over 150 miles from the reservation.

Restricted Cultural opportunities in the Indian Students' Environment.

Cultural facilities and resources in the Fort Hall area are rural and neo-ethnic, and contribute little toward background preparation in terms of the standard middle-class-oriented school curriculum. The "remnants" of the historic Indian culture do not attract the active participation of many of the young Indian children.

The communities surrounding the project area include Pocatello in which Idaho State University is located. Though limited cultural facilities and resources are available there, the reservation population is reluctant to participate because of the long distance, their inappropriate clothing, and lack of confidence to mingle with the non-Indian community.

Failure of the Local School System to Meet the Needs

In using the environmental experiences of the dominant society as a learning resource for the student body as a whole, the local schools are actually widening the breach between Indian and non-Indian achievement. As a minority group, with environmental experiences different from the non-Indian student, the Indian child finds himself caught between the two cultures and being able to draw little from either. Lack of communication between the two cultures is virtually overlooked by school curriculum planners and by classroom teachers. The Indian child finds very little, if any, help in adapting to the value system of the formal school situation or to his family's value system. The enrichment of this child's world must, therefore, start with a broadened understanding of both environments in which he lives.

## II. PROJECT DESCRIPTION AND OBJECTIVES

As indicated in the previous section, a two-year study provided evidence of the needs for additional assistance in academic areas and acculturation of the school age children on the Fort Hall Reservation in Southeastern Idaho. The Fort Hall Education Office, therefore, formulated a project for a two-week tour of the Northwest for thirty Indian students from this community. Fort Hall is a rural community within which the average yearly family income is $2,400. There is one elementary school with approximately 200 students enrolled.

The basic outline for the project was to involve thirty students who will enter the seventh grade during the 1967-68 school year, six professional teacher-chaperones, and two resource chaperones who are tribal members, in a thirteen day tour through Montana, Idaho, Oregon and Washington. The tour was planned in detail to provide experiences that would introduce the students to the surrounding culture and environment. Hopefully, these experiences would develop inter-cultural understandings for the students, and provide them with a background similar to the non-Indian classmates they will compete with in junior high school. The program was planned to include such activities as staying in hotels and motels, eating in restaurants, visiting museums and various industries, and observing operations of the tribal government. These visitations would not merely be made for the value of the visitations themselves, but would be so organized to fulfill the objectives of the program. The specific objectives as listed in the program were as follows:

1. Educational Motivation. The program was structured to provide real educational experiences during a critical period of adjustment for these children--the time between elementary school and junior high. These experiences on the tour could act as reservoirs for future recall in classroom assignments and could bring more meaning to the junior high school curricula.
2. Social Enrichment. The itinerary was developed to include samplings of various social protocols normally learned from home situations in the dominant middle-class culture. Actual participation in these social experiences could eliminate apprehension about "how to act" in various social situations and could free the individuals from conflicts regarding social proprieties.
3. Occupational Introductions. Because the view of occupations available

in the area surrounding the community is limited (farm labor, mechanic, etc.), the itinerary was developed to acquaint the participants with a wider range of vocations and occupational opportunities.

4. Remedial Education. With the low teacher-student ratio, informal procedure and high motivational nature of the program, it was anticipated that a very favorable situation would be present for remedial educational work. Though the time would be limited, it would provide for identification of problems and furnish counseling time so that an individual could take part in continued tutoring programs following the tour.
5. Cultural Perspective. A major aspect of the program would be the tie developed through a common experience shared by Indian students and the school district personnel. While only thirty youngsters and eight adults were to be involved in the actual project experience, it was anticipated that all the participants would disseminate the experience to their peers and co-workers so that the total area would benefit from the project.
6. Knowledge of Tribal Operations. While major emphasis would be placed on the introduction of the students to the dominant society's culture, the tour was organized to further knowledge of Fort Hall's tribal operations and those of other tribes. The operations and enterprises of various tribes, although sharing some historical similarities, have developed different approaches toward acculturation. Welfare of the tribe could depend on the voter's knowledge and judgment of tribal affairs across the country.
7. Health and Grooming. New experiences with the personal hygiene facilities within the hostelries would afford the chaperone opportunity for grooming and hygiene instruction and explanations regarding properly balanced diets.
8. Enhancing Self-Concept. Every individual needs to feel some measure of success. Implicit in the research findings is that many of the students in the program have faced failure in academic experiences. Realizing the damaging effects of continual failure upon self-concept, it was important that these children gain some feelings of success. Therefore, the low teacher-student ratio (1:5) as provided in the program became very important. Opportunities for individual help by

the teacher would mean that each child could be guided through successful experiences within the secure frame work of the program. At the same time, the close personal contact between teacher and student would be a basis for mutual understanding and acceptance not only of the respective cultures, but of each other as valuable human beings.

The written proposal entitled Enrichment Program for the Culturally Different Child was submitted through regular channels of the Bureau of Indian Affairs to the U. S. Office of Education where it was approved.

III. FINANCING

Initial financing for the Enrichment Program came under the Elementary and Secondary Education Act of 1965 (P. L. 89-10) Title III for $19, 528. The amount was applied in the following areas:

Salaries for teacher-chaperones and tribal resource personnel - $11, 793
Rooms and subsistence while group was on tour - $4, 270
Instructional materials - $250
Incidental admissions - $200
Documentation equipment - $363
Professional printing of final documentation - $350
Film and film processing and flashbulbs - $257
Bus transportation while on tour - $2, 045

An additional $300 was received from the Summer Recreation Program. This amount was applied toward a $5. 00 weekly stipend for each student while on tour to be used for experiences in budgeting. The Agency Branch of Social Services provided financing for necessary wardrobe items needed by the students while on tour.

IV. SELECTION OF STAFF

Six teacher-chaperones were selected from the local public schools where there was a concentration of American Indian students. Requirements for teacher selection included extensive work with reservation community children and nomination by the respective school district superintendents. Final selection of the six teachers and two tribal resource personnel was made by the Agency Education Office.

V. SELECTION OF CHILDREN

Thirty Shoshone-Bannock Indian students, who will enter the 7th grade during the 1967-68 school year, were selected from the three school districts cover-

ing the Fort Hall Indian Reservation. Nominations directed toward student selection were made by local sixth grade teachers. The teachers listed the students in order according to those who they thought would most benefit from this experience. Strict adherence to this listing order was followed in selecting students. Selection was made proportionately to the total sixth grade enrollment of Indian students in each of the surrounding school districts.

## VI. ORIENTATION AND PLANNING

During the first week of the program the teacher-chaperones reviewed the entire program.

The students' agency-case files and school district accumulated records were studied by the teacher-chaperones to assist them in becoming better acquainted with each selected student. In addition, background information of the home, school, health and personal problems was presented to the staff by Agency Branch of Social Services, Public Health and VISTA personnel.

Plans for meeting the objectives of the program were outlined and safety rules and regulations for the trip made.

Assignments for gathering historical background of the areas to be visited were given each teacher-chaperone.

Recreational activities, including games and rule playing for the students, were created.

Finally, student questionnaires were constructed to discover individual needs that should be met through the objectives of the program.

## VII. PLANS FOR MEETING OBJECTIVES

1. Educational Motivation

   A. Language Arts

   Speaking: At the end of the day, each child would be encouraged to express himself concerning the day's activities and events, things they liked, disliked or learned.

   Opportunities would be available so the child could learn to converse with other people: waitresses, elevator operators, tour guides and people they might meet on tour. Tape recorders would be used to describe events and give opportunities for self-expression. These tapes could be used later to recall specific trip experiences.

   Writing: A diary would be kept by each child. He would keep a daily account of events and experiences. Each child would be

encouraged to send cards and letters to parents and friends.

Role Playing: Children would be encouraged to act out various occupations they became acquainted with or observed.

Games, Songs and Activities: The children would be provided with mimeographed song sheets to sing old and new songs. Children would be encouraged to be observant on the trip, to relate what they saw, be aware of differences and similarities, why, how, and when, and reasons for differences and similarities. Paper projects, lacing and braiding would be taught and illustrated by students as well as teacher-chaperones.

Science: By capitalizing on the opportunities that the children would have to observe the characteristics and properties of naturally occurring phenomena, such as soil erosion, lava formations, etc., assistance would be given in developing a broader and more correct understanding of nature. Visitations to a mine, smelter, lumber mill, fish hatchery and dairy could point out how science and technology utilize our natural resources and improve the standard of living. By pointing out examples of damage to our natural resources caused by erosion, pollution, fire and misuse, the student could realize the necessity for conservation practices and good management. Visits to museums and discussions on the assimilation of cultures in America would point out to students the contributions made to science and technology by the American Indian. Such information can start to build a feeling of pride in the Indian child for his culture.

Math: Maps and posters would be charted and illustrated, mileage and destination planned and computed. Costs of meals, tips and expenditures would be discussed and figured. Each child would receive an allowance of $5.00 to be budgeted for the entire week. Time schedules and distribution of time commitments would be figured and calculated. Time zones would be discussed and reviewed.

Social Studies: Each chaperone would research an assigned area of the tour and give a brief descriptive sketch of the locality, people, geographical features and events of historical importance past and present. On the guided tours, we would procure brochures, minerals, souvenirs and other significant materials to read and for recall of experiences. A brief description of the State, Federal and tribal government operations would be given and illustrated. Information of other tribal

governments would be given and illustrated at Yakima and Umatilla Reservations. The tour of the Idaho State Capitol would afford the students an opportunity to learn of their State government and its operation..

2. Social Enrichment

The staff would demonstrate the correct method and procedure for social introduction to parents, leaders, elders and peer groups. As the children would travel to various places and would visit places of interest, they would be introduced to many individuals. Rules and understanding of regulations governing individual conduct, behavior and etiquette in the usage of restrooms, hotels, cafes, motels, buses and other accommodations would be discussed in large groups and later recapitulated in individual groups as they met with their respective teacher-chaperones.

3. Occupational Introductions

A. Students would observe workers in various occupations.

B. Students would converse with those in an occupation and inquire about training and education required, salaries, and working condition.

C. Chaperones would emphasize the value of education for becoming employable.

4. Remedial Education

Each staff member would keep an individual, comprehensive anecdotal record. Specific academic assistance would be provided by members of the staff according to the needs of the students. Teacher-chaperones would be required to maintain complete anecdotal records on each student under their care and at the end of the trip prepare specific suggestions and recommendations to assist school personnel in meeting the needs of the individual child.

5. Cultural Perspective

A major emphasis of the trip would be the visiting, meeting and association with individuals from other cultures. Community contributions, skills and occupations of people in many and various localities would be explored and investigated. A member of our staff being of oriental origin affords the opportunity through illustrations and discussions to compare the similarities and contributions made by her people.

## VIII. PARTICIPANTS' PRE-TRIP WEEK

The following week the teacher-chaperones and resource people met with the students. Each chaperone was assigned five children. The children were introduced to the safety rules and regulations formulated by the teacher-chaperones and helped plan additional regulations for the proposed trip. Questionnaires were given to determine the needs of the children. Discussions were conducted on various cultures, tribal government, and history of the Indian people. Social etiquette and procedures for various occasions were introduced and illustrated to the children. Maps were drawn by the children showing tour routes indicating major places of interest.

Wardrobe items for each child were checked and marked for identification. One afternoon all the girls went to the Idaho State University Beauty School and had their hair cut or styled and set.

## IX. THE TRIP

In this section are day-by-day reports of the trip. The itinerary for the day is given first, then a teacher-chaperone has written the high points of the day as he or she saw them. Interspersed throughout their narrative are comments made by the students which are shown in brackets without grammatical correction. Because of time and space it was impossible to list every event. It is hoped that this report will enable the reader to visualize the activities of the group, which show how the project objectives were met and the feelings and attitudes that the students expressed.

MONDAY, June 26, 1967

ITINERARY:
Leave Fort Hall
Picnic Lunch at Dillon, Montana
Visited Beaverhead Museum, Dillon
Toured World Museum of Mining, Butte
Stayed at Finlen Hotel, Butte, Montana

Everyone seemed enthusiastic and excited as we prepared to leave. Many parents and friends of the Indian students were there to see us on our way. Some parents had expressed a desire to go on the trip with us. As we left, everyone waved goodbye, and then a quietness settled over the bus. During the morning some students examined their new notebooks and other materials, some drew pictures, some looked at the maps and some merely gazed out the windows. A teacher-chaperone used the public address system to describe the history and development

of the areas through which we traveled. The bus driver also made interesting remarks about the areas. We ate our picnic lunch in Dillon, then visited the BEAVERHEAD MUSEUM which was small but had many artifacts and a great deal of information about the frontier history of this area.

In the afternoon materials for braiding key chains and making bracelets were distributed on the bus. Some students already knew how to use their materials. Slowly students began to help others. Soon the whole bus was buzzing with conversation and activity as students asked for and received help. It seemed that in the process of creating the simple items and working together, most of the group members relaxed for the first time. The bus now seemed to be home.

We visited the WORLD MUSEUM OF MINING in Butte.

> "We went to the Museum of Mining and it was interesting. This old man showed us around . . . we went into this old mine and it looked like it was ready to craved in and it was cool ..."

They stated that they really liked the Finlen Hotel in Butte.

> "All over Butte you see houses being torn down because of open pit mines. Almost every place you looked, you see big dumps of dirt that comes from digging for minerals like gold, silver, zinc ..."

The students especially liked the elevator. It was self-operating and the students offered to do all kinds of favors which would give them chances to take the elevator up or down.

"When the elevator goes up, your guts stay behind."

The girls got together to decide what would be appropriate to wear to dinner and decided to change into a dress for the occasion. Eating that night, the students in each group selected one person to order for the whole table and discussed the correct way to handle eating utensils. They seemed rather uncomfortable eating together for the first time in a formal situation. At the end of the meal, each child figured out how much tip should be left. After dinner, some shopped. The students had received part or all of their first week's stipend and it was interesting to see the different buying habits. Some were impulsive buyers and spent all their money for the week while others shopped carefully. The chaperones wondered how this would change as the trip progressed.

"Teacher, this pop machine stole my money! Please come and get it back!"

At night, in our rooms, the students and teacher-chaperones discussed the day's events and made plans for events to come. As would be done each night throughout

the trip, the children wrote in their diaries while the staff had a meeting to discuss the program and make preparations for the next day. Teacher-chaperones were up late working on anecdotal records on their students.

TUESDAY, June 27, 1967

ITINERARY: Leave Butte, Montana
Visited Anaconda Open Pit Mine
Toured Aerial Fire Depot, Missoula
Stayed at Thunderbird Motel, Missoula

At the ANACONDA OPEN PIT MINE a teacher-chaperone began to show and discuss the rocks he found and soon most of the children were off the bus looking everywhere for rocks and asking questions like, "What is this?" "Isn't this gold?" They placed their many ore samples in bags for their collection.

We visited the AERIAL FIRE DEPOT in Missoula. The guides gave excellent tours of facilities and explanations of operations. The students compared the work of the men here to that of their tribal firefighters.

"Sho-Bans are the best firefighters!"

At our motel there was a swimming pool. The modesty of the children was obvious. The girls and boys refused to swim at the same time, so the girls swam first and yelled violently if any boys came near. Many would not go swimming at all.

Teacher: "Is this the nicest motel you've stayed in?"
Student: "This is the only one."

The girls in one group decided to have a party for the other girls. Invitations were extended, the room was cleaned, refreshments prepared (Lifesavers, peanuts, popcorn, cookies) and a party was held while the staff had a meeting next door.

"We really had fun. We taught each other to dance, but we turned off the lights so we couldn't see each other dance. We even had go-go girls!"

WEDNESDAY, June 28, 1967

ITINERARY: Leave Missoula, Montana
Toured Bunker Hill Smelter, Kellogg, Idaho
Stayed at Davenport Hotel, Spokane, Washington

Left Missoula 7:00 a.m. Stopped at a local pancake house where the unusual menu selection needed to be explained to the students.

"What are French pancakes?"

During the following bus trip, children were involved in trading and reading books and finishing braiding projects. They also were busy talking to and making new

friends. Children also started using tape recorders to relate experiences and for idle chatter.

A short stop was made at Lincoln's $10,000 Silver Dollar Store. Children seemed to enjoy unsupervised shopping. Some major purchases of bracelets, rings, and key chains were made.

"We stopped at the $10,000,000 store."
"There were silver dollars on the walls and ceilings. You could see where people tried to take them off."

The time change was made to Pacific Daylight time and the bus driver explained the change to the children.

The tour of BUNKER HILL SMELTER was very colorful and exciting. The boys seemed immensely interested in every aspect of the smelter operation.

"What would I have to do to work here?"
The guide: "Go to school, eat and grow, and come back when you are eighteen and you'll have a job."

Many of the children were shocked by the results of a large forest fire in the Wallace-Kellog area where the contrast between a thick timber stand on one side of the road and the barren eroded hills on the other side could be plainly seen.

"I's ugly. There's no place for the deer to hide."

Traveling along Mullan Road, the history of the road was brought to the attention of the students by a chaperone via the public address system and a brief stop was made at Coeur d'Alene. The children walked by a private dock and seemed to realize this was someone else's property and that their rights of privacy were to be respected.

"We can't go down there! That's private."

As we arrived in Spokane about 6:00 p.m., the teachers observed the children spending a great deal of time trying to find the end of the city on the horizon.

"We rode, and rode, and rode."

As we checked into the Davenport Hotel, the children wanted to swim. Girls and boys would still not go in together. They were excited about the elevators.

"Boy, these elevators really go!"
"Hang on! Speedy is driving!"

The children were awed by the size of the city. In their room, the city noises would always arouse their interest. Ambulance and police sirens from the street below would cause the children to run repeatedly to the windows to look out. From

this vantage point on the twelfth floor, they could see a building being razed next to the hotel. The twelfth floor afforded a good view of the city itself and a parade of old-time cars that was held that day. The children in one particular group always left the door open as if they were at home in their own house, not realizing each room was like a separate house accommodating strangers and with other people using the hall.

The meal and service that evening were excellent. The children seemed more at ease in ordering.

"This is the first time tables been right, 'enit?'" (Meaning that this was the first time the table setting was correct according to what the students were told in their pre-tour orientation.)
"Enit" was a common expression meaning, isn't it.

THURSDAY, June 29, 1967

ITINERARY: Davenport Hotel, Spokane, Washington
Toured KXLY Radio and TV Station
Visited Carnation Milk Company
Toured Spokesman-Review

We visited the KXLY-TV STATION where a brief lecture and a tour of its operation were given.

"Thank you for the wonderful tour. I thought it was interested."

Our next stop of the morning was at the CARNATION MILK COMPANY. The children were very responsive to the guide and enjoyed viewing the operation of a dairy.

"They use big blades to cut through cottage cheese!"
"I'd like to work here. It's so clean."
"Pasteurizing means to take the germs out of the milk."

Some of the children saved the wrappers of the ice cream bars given them at the plant to put into their scrapbooks.

In the afternoon we visited the SPOKESMAN-REVIEW. Each child received a linotype slug of his name and saw the entire process of making a newspaper from writing up articles to bundling the papers for the junior dealer to deliver.

"That lead they used come from the Kellogg smelter."

That evening one group of boys ordered a room service dinner and were very, very dignified as if they had acquired some measure of sophistication. Later six children changed into their Indian costumes and danced in the hotel lobby and seemed to enjoy this very much.

"Can we dance again tomorrow night?"
"Can we dance if we don't have our costumes?"

The children showed a great deal of pride in their dancing and their people. Many in the lobby who viewed the dancing asked questions about the dancers and their tribe.

One chaperone read stories to the children before bed. The children really enjoyed this, especially ghost stories. It was necessary to read three stories before they were satisfied.

FRIDAY, June 30, 1967

ITINERARY: Davenport Hotel, Spokane, Washington
Toured Continental Baking Company
Toured Old National Bank of Washington
Toured Lingren-Turner Company

Each child had a turn at leaving a request at the desk that the group be awakened at a particular time in the morning. The group was awakened at 6:30 a.m. An extra half hour was needed to get some of the girls up. The girls straightened their beds. When the maid came in later, she thought another maid had already done her job.

First tour stop in the morning was the CONTINENTAL BAKING COMPANY. This was the first time the tour guide was a woman. The children were intrigued with the way they put the cream in the Twinkies and the cupcakes. At the end of the tour, the children received cupcakes and recipe booklets.

> "I like the tour. The thing I liked was the cupcake the best and going where it was cool and it was very insteresting. Well, thank you."

The second stop of the morning was the OLD NATIONAL BANK OF WASHINGTON. Each group saw the safety deposit area. The guide pushed the vault door with all his strength and moved it only inches demonstrating its terrific tonnage (20 tons). We were then led through winding corridors (as the bank was under renovation and refurbishment) to the coin wrapping and paper weighing cage where they were shown what happens to mutilated paper bills and coins. Next we were guided through the accounting department that was jammed with computers, key punch machines, and their operators. The children got excited about a couple of thousand dollar bills that were shown and about one patron who was purchasing one. One student commented, "Gee, he must be rich!"

> Teacher: "What do you remember about the bank?"
> Student: "All the women working in the bank. You told me to count them and I counted thirty when I got tired."

The children were awed by the guards who collected money bags and drove in armored cars.

Returning to the bus after the bank tour, the children saw a pine tree growing on the roof of a twelve story building. This was their first encounter with the word "penthouse" and what it was.

The group lunched at a downtown restaurant where the waitress asked the group: "What convention do you belong to?" This afforded them another opportunity of telling who they were and what they were doing.

> "Look, he's not eating his soup right. That woman has her elbow on the table. We don't see any tibos doing it right." (Tibos means white people)

The waitress brought the silverware and immediately the children noticed that the fork was on the wrong side, that the cutting edge of the knife was placed incorrectly. Later as they were being served, they also noticed she served from the wrong side.

The children went shopping that afternoon and showed interest in the 88¢ stores but not in the large department stores where items were beyond their budget. However, the children were fascinated with the escalators at the department stores and kept asking permission to ride them again and again. They walked up them, they stood still on them and even tried walking backwards on them!

Back at the hotel, the group toured the shops and window displays which were unique to the hotel and not to the motel; the travel agency, the boutique shop, the men's store, the flower and gift shops, the candy and magazine stand, the coffee shop and restaurant, the barber shop and the mezzanine.

> Student: "Can we climb the stairs to our room?"
> Teacher: "Our rooms are on the 12th floor!"
> Student: "That's okay. It's rugged!" (Rugged was a term constantly used by this one student to mean tough.)

The teacher later discovered they had pooped out on the fifth floor and having acquired a measure of self-sufficiency in hotels, rang for the elevator.

The afternoon tour was at the LINGREN-TURNER COMPANY, an art studio and printing company. The children were impressed with the silk screens, decals and art work. Many of the children, being artistically inclined, watched the artists and asked questions about their work, pay, and how much training they had had. The children received souvenir decals and pennants.

That afternoon the children decided to go swimming. The modesty of the children was such that each one dressed alone in the bathroom with the door locked. One of the accommodations for the boys did not have a lock, so one went to the trouble of tying a rope to the door knob and securing the other end to the sink! Since six could

not conveniently and quickly dress, the closet was in constant use and there was no telling who would pop out of the closets. When they were finally assembled to go down to the pool, the teacher discovered the children fully clothed again over their suits, complete with shirts and blouses, slacks and sweaters--and one additional item, the towels were wrapped around their hips.

The boys' modesty was matched only by that of the girls. The boys immediately huddled in the corner, nearest the diving board, holding their towels in front of them while they disrobed. They were still reluctant to go in while the girls were in the pool. Once in the pool, the boys swam at one end, the girls at the other.

The late afternoon was spent at the Shriners' Park where the children played volleyball, softball and other games. Many rock specimens were gathered and the plant press bulged with its contents. The chaperones sensed a feeling of happiness and relaxation as the children got away from the routine of guided tours and the big city.

This was the fifth night. Socks and underclothing had to be washed since up to this time there was no access to laundromats. Dirty socks seemed always in sight, over and under beds and chairs, yet when asked to claim ownership, no one would reply. Even more strangely, the socks would somehow find their way into the proper suitcase by morning, undoubtedly still dirty.

Teacher: "Why didn't any of you claim your socks at night?"
Student: "If we did, you'd make us wash them out."

Since their experience at the I.S.U. beauty school prior to the trip, the girls were very conscious of hair styling and care. They purchased curlers, headbands and hair spray on the trip with their allowance and were seen putting their hair up every night playing the role of beauty operator. In the morning one would see the girls fixing each other's hair.

SATURDAY, July 1, 1967

ITINERARY: Left Spokane, Washington
Visited Grand Coulee Dam
Stayed Travelodge Motel, Moses Lake, Washington

The group enjoyed a morning free of any planned activity or tours by taking taxi rides, shopping, or just sleeping in. The children were fascinated by the metering device and by the luxury of the cab ride.

"Boy, this is the way to go!"
"Hey, it says one dollar and sixty-five cents already."

We left Spokane and went to GRAND COULEE DAM. When passing through Electric City, one student said: "Don't touch the town. You'll get shocked!" The children enjoyed a picnic lunch at the park below the dam and then took a tour into the dam.

As they left the dam site, the atmosphere on the bus showed a change from the formal social environment of the first few days. Now, nearly anyone who walked down the aisle would get friendly teasing comments from every direction. A chaperone and a group of students might be singing cowboy songs for the tape recorder and laughing uproariously as it was replayed. Students and chaperones were seen with their heads close together involved in serious conversation. We drove on to Moses Lake and acquired our rooms at the Travelodge Motel. When asked by a lady if they were from Hawaii, one student answered, "No, we're just Injuns." This led to a discussion of the development of pride and appreciation in their own heritage by referring to themselves as Indians rather than Injuns.

Several boys in the group had spent most of the stipend given them earlier. When the bus stopped, several boys assumed the role of bell boys and carried the girls' heavy suitcases to the motel rooms for a small fee.

Immediately after rooms were assigned, children jumped into the pool and were playing "keep away." In the excitement of the swimming game, their sense of modesty seemed to fall away.

This motel offered a couple of new experiences to the group such as gyromatic mattresses in some of the rooms, a non-Indian friend of their age made for the first time on the trip and an interesting interpretation of the evening menu. When ordering dinner that evening one of the children asked, "Is this one-half fried chicken mean, half done?"

SUNDAY, July 2, 1967

ITINERARY: Left Moses Lake
Visited Ginkgo Museum and Petrofied Forest
Stayed at Chinook Hotel in Yakima, Washington

Many of the students were busily making bracelets and key chains out of the materials they received earlier in the week. They made the articles for themselves, their families or to sell. One boy was up at 6:30 a.m. making items to fill an order for one of the teacher-chaperones. The boys in particular seemed to take pride in the product produced and seemed to get satisfaction from the business venture. Selling prices were determined by the quality of the workmanship and the

originality of the designs and colors.

We visited the GINKGO STATE PARK AND PETRIFIED FOREST. There the group saw Indian petroglyps, petrified logs, Ginkgo trees, fossils and information on the geologic history of the area.

> "I found a fossil once but my grandmother made me leave it because it might come back and haunt me."
> "How would you like to live in those times? I'd like it better."

While driving along the Columbia River, the gorge showing the various layers of lava were noted. It was pointed out that this exposure was due to post-glacial flooding and to the present day river.

Agricultural crops in the area indicated an earlier season than at Fort Hall, allowing production of a wider variety of crops. The children inquired about the hop fields and noted the orchards and vineyards in the Yakima area. A view of Mt. Rainier, Mr. Adams and the Goat Rocks was a highlight of the trip.

Upon arriving at the Chinook Hotel in Yakima, some of the children indicated a growing sophistication as they compared the Chinook Hotel accommodations and services to those of other hotels. There seemed to be less regard for modesty as they rushed to get into the swimming pool. When one teacher-chaperone changed to a white shirt, his boys put on their sweaters even though it was a very hot day. When asked why, they replied, "White means it is cold."

One boy was discovered as having not changed his underwear since the trip started. When asked why, he explained, "Well, I want to save some of my new clothes so I'll have them when I start school."

In their diaries and letters that evening, the children commented on how much they had liked Moses Lake. We felt it was due to the fact that it was a smaller uncongested community in contrast to the city centers we had been staying in.

MONDAY, July 3, 1967

ITINERARY: Chinook Hotel, Yakima, Washington
Toured Yakima Indian Agency at Toppenish
Toured site of Old Fort Simcoe
Visited the Yakima Indian Encampment near White Swan
Toured the Job Corps Center on the reservation

There was a noticeable change in their dress habits. Many started wearing their short-sleeved knit shirts for the first time, always before seeming to have preferred their long-sleeved shirts.

At the YAKIMA INDIAN AGENCY in Toppenish, the Superintendent told the group about the various aspects of the reservation, including the reservation industries, a furniture factory, and a garment plant. The children were impressed by the huge incomes from agriculture, timber, fishing rights, and by the beauty of the countryside.

We visited the site of old FORT SIMCOE, established in 1856 to help subdue Indian uprisings. The children were very uncomfortable with the heat.

"It was 100 over two!"

The boys ate lunch at a little hamburger stand in White Swan. Several made comments about "this crummy place" in contrast to our first day in Butte when they didn't want to go to nice cafes because "there are too many tables there" or "that's a tibo place." In the cafe where the girls ate, the waitress commented, "We've never had a group of children in here as well behaved as you are."

We visited the YAKIMA INDIAN ENCAMPMENT near White Swan.

"Our festival is better."

At the trading post on the encampment, a customer was overheard to say, "Where did you get that beautiful beadwork?" The proprietor answered, "Fort Hall. They make the best beadwork of all the Indians." The students were pleased to hear this.

The students enjoyed talking with an Indian artist who had a booth at the encampment. As a result of this visit, one boy later bought an art sketch pad, and made the comment that he was going to sell a picture. This student was the one who designed and drew the signs we carried on the sides of the bus during the tour.

At the JOB CORPS CENTER the boys were impressed by the construction equipment and one asked, "How do we get to go here?"

The manager of the Yakima Speedway let us in free to see the stock car races and fireworks display. When the presence of the group was announced over the public address system, several students commented, "We're famous!"

TUESDAY, July 4, 1967

ITINERARY: Left Yakima, Washington
Visited McNary Dam
Saw Fireworks Display, Pendleton, Oregon
Attended Indian Dance at Umatilla Reservation
Stayed at Hotel Temple, Pendleton, Oregon

At McNary Dam on the Columbia River, the children inspected the salmon counter and fish ladder, and had an opportunity to view a barge going through the locks.

On arriving in Pendleton we stayed at the Temple Hotel. Mass confusion resulted when the first group of girls with their luggage entered the manually controlled elevator and by mistake pushed the alarm button which stuck. This resulted in most of the children becoming dubious of the elevator after that.

That evening we attended the fireworks display put on by the Junior Chamber of Commerce of Pendleton. We also accepted an invitation to attend the Indian dance at the UMATILLA RESERVATION. All the children and chaperones participated in the Indian dances and our dancers, who were dressed in full regalia, were particularly encouraged by the compliments they received from the Umatilla Indians. One of our boys voluntarily shook hands with the Chief and thanked him for their tribe's hospitality. Several comments reflected a mutual feeling among the children.

"Thanks for a good time. Our people like to dance, too."
"Their costumes are the same as ours only our beadwork is different."

WEDNESDAY, July 5, 1967

ITINERARY: Hotel Temple, Pendleton, Oregon
Toured Harris Pine Mill Co., Pendleton
Toured U. S. Gypsum Co., Pendleton
Toured Hamley Saddle Co., Pendleton

We began Wednesday by visiting the HARRIS PINE MILL COMPANY and followed the operation starting from a raw log through the various processes and finally into finished furniture. We also toured the U. S. GYPSUM COMPANY, where waste materials from the lumber mills were utilized for construction and insulation materials, masonite and other products.

The most popular tour of the day, however, was that of the HAMLEY SADDLE COMPANY in the afternoon. This tour dealt more with familiarity as the saddles reminded the children of the idle ponies waiting at home.

That evening a catered poolside birthday party was held on the terrace of the hotel for one of the teachers.

THURSDAY, July 6, 1967

ITINERARY: Left Pendleton, Oregon
Toured Glen L. Evans Fish Fly Co., Caldwell, Idaho
Visited State Capitol, Boise, Idaho
Stayed at Boise Hotel, Boise, Idaho

We left Pendleton, Oregon early with most of the children sleeping until Baker, Oregon, where we had breakfast. Many times the question was asked, "How many miles to Boise?" as the children were anxious to get to Boise and nearer home. There was an exuberant attempt to sing "Idaho" as we crossed the border into their home state.

We visited the EVANS FISH FLY COMPANY in Caldwell which manufactures all types of fishing lures and the children were fascinated at the operation and made comments that someday they would like to work there.

After luncheon in Boise, we walked the grounds of the STATE CAPITOL. The children noticed and were very interested in the trees planted by past Presidents of the United States. They saw displays about the many different natural resources, their uses, and many of the products grown and manufactured in our home state.

We also visited the two chambers of the State Legislature and toured the offices of the Governor.

"Whose laws are made here?"
"If this place is all ours, how come we can't take something?"

FRIDAY, July 7, 1967

ITINERARY:
Left Boise, Idaho
Toured Mountain Home Air Force Base, Mountain Home, Idaho
Toured Snake River Trout Farm, Buhl, Idaho
Stayed at the Travelodge Motel, Twin Falls, Idaho

In the morning at the AIR FORCE BASE, we were given lectures on the jet engine, radar and how an ejection seat operates. The children saw films on airplanes stationed at Mountain Home and "Why We Are in Viet Nam." They also observed an airplane approach and follow landing instructions.

At the SNAKE RIVER TROUT FARM the children became excited about the number and size of the fish. After extensive talks on the various aspects of fish handled at the trout farm, the guide discussed the jobs that people must do to keep such a place going. A number of the children commented that they would like to work at a trout farm.

SATURDAY, July 8, 1967

ITINERARY:
Packed bus for last day of journey
Toured Herrett's Museum and Planetarium, Twin Falls, Idaho
Visited Craters of the Moon, Arco, Idaho
Arrived Fort Hall and home

At HERRETT'S MUSEUM a lecture was given on the North American Indian while the group toured the displays of artifacts and illustrations. The guides let the children grind corn on stones, and then the guides passed out pieces of jerky, tortillas, camas root and sunflower bulbs to the children so they could sample some of the staple items in the diets of their forefathers.

"We make jerky."
"I like fry bread better. Better than corn bread."
"Very good. I liked their drums."
"I learned that the white people learned from the indians. Is that what you were trying to tell us? I really enjoyed it."

The group then toured the PLANETARIUM at the museum and were fascinated with the lectures on the stars, constellations, planets and how they make up the universe.

After visiting the headquarters of the CRATERS OF THE MOON, a representative from the children thanked our bus driver and presented him with a gift. The bus driver was obviously moved and said, "This is the most enjoyable group I've ever had the pleasure of driving for and I thank you for what I've learned from you."

Statements from the children indicated there were mixed feelings about arriving home.

"Let's go for another week."
"Look at all the people!"
"I wish we were starting all over."
"I'm glad we're getting near home."
"I'm going to get on my horse and ride and ride and ride."

The tour was over.

## X. PARTICIPANTS' POST-TRIP WEEK

The Monday following our return from the tour, the staff gathered to review all aspects of the trip and make plans for appraisal and evaluation of objectives in the program, while the children remained home and rested. Starting on Tuesday the students met with the teachers to complete their scrapbooks, make large poster display maps, draw pictures and make notes to explain their collected reading materials. Letters of appreciation were written by the children to the individuals who helped make their trip a memorable experience. Pictures taken on the trip were put on public display for student selection and many parents and other interested persons gathered to look at the pictures and hear participants' explanations of the trip. During the week some of the children had the opportunity to present a program of their experiences to an interested civic group. The week was concluded with an outdoor barbeque celebration.

## XI. EVALUATION AND SUMMARY

The methods for evaluation of the program included: (1) gathering information from staff anecdotal records on student behavior, conduct and attitudes; (2) obtaining comments from students and assembling information from student scrapbooks, diaries and letters.

The personal involvement of the staff and participants was not conducive to objective reporting and the staff members were not trained observers. Furthermore, the staff was cognizant of the fact that the students' comments were valid only so far as they answered honestly and that the environment was far from a controlled situation.

There were twelve objectives set forth in the pre-tour planning and each will now be briefly evaluated:

1. Educational Motivation

   The students made comments to the staff which indicated they were interested in the variety of experiences provided and thought they would be of value to them in school. It was obvious from their enthusiastic comments that the families and friends of the students on tour felt the impact of many new and varied experiences, For example: When the father of two brothers, who were on the trip, was asked if his boys had told him a lot about it, he replied, "You bet! All day one feller was trying to get ahead of the other feller."

2. Social Enrichment

   The staff observed the progression of the students' ability to use social etiquette as advocated by the dominant culture. At first, the students seemed rather ill at ease with the new skills, such as making introductions, thanking hosts and proper table manners, but by the end of the trip most seemed comfortable in these social procedures. Their comments also disclosed acceptance of these procedures.

3. Introductions to New Vocations and Occupations

   Every day of the trip the group had occasions to actually observe people working at various occupations. These jobs varied from a river barge cook to a hotel maid, from a trout farm operator to a man who worked all day in the heat and stench of a smelter.

   The tours were arranged so that students could ask questions about

products, working conditions, job responsibilities, wages, opportunities, education and training requirements.

As the trip progressed, more and more questions were asked by students. Throughout these visits the workers and guides stressed the value of acquiring a formal education prior to entering the world of work.

4. Remedial Education

Education, social and personal problems were identified and were recorded in their cumulative records for use by the school and the education office at Fort Hall.

5. Cultural Perspectives

This objective was to develop an understanding of various cultures by the people involved in this program. Staff and students asked many questions about each other's background.

Comments by the students revealed more awareness of an interest in different environments and in other people. The staff found a new appreciation for the indian culture in spite of the fact that some of these teachers have taught Indians for years.

6. Knowledge of Tribal Operations

Children were provided the opportunities of viewing natural resources of the reservation, observing tribal enterprises and finding out about tribal governments. Questions and comments seemed to indicate that the participants were interested in other tribes and especially in comparing their own to the others.

7. Health and Grooming

The students seemed to have more concern for their care and appearance as the trip progressed. Examples were that many grooming items were purchased with their allowance and that they discussed and made decisions regarding what clothing was appropriate for each occasion. Many times during the trip, discussion included subjects related to good health habits, and improvement of their general health habits during the trip.

8. Enhancement of Self-Concept

Our records recounted significant behavior changes of many students which revealed a heightening of their self-confidence. That is, the students

completed tasks and attempted experiences such as leaving messages with the hotel desk. They expressed how they felt, and what they thought about and seemed more comfortable in social situations than ever before. All in all, the staff agreed that these children made more positive remarks about themselves, were less fearful and suspicious and more independent than they have ever been observed to behave at school in Fort Hall. No doubt, much of this new confidence was due to the constant attention of the teachers. One resource person stated about the teachers' relationship with the students: "They made the student feel wanted, always gave him a chance to express himself. This was very important."

9. Science Evaluation

Children observed natural resources, timber stands, watersheds and minerals, and the transformation and utilization of these resources into usuable consumer products. Many of their comments, both oral and written, indicated the growth of both curiosity and insight into the advantages and opportunities provided by science and technology.

10. Math Evaluation

Experience in handling their own allowance monies produced noticeable growth in self-responsibility within many students. The emphasis on keeping the group on schedule to tour sites and to other events developed within the children a greater awareness of the concept of time.

11. Social Studies

Of course, the students were exposed to innumberable facets of the dominant culture, but what is truly significant is that they have at last an understanding to some extent of that which they once feared so greatly. The outside world is real to them and they know they can function to some extent in it. Their curiosity is aroused now and the children continue to ask questions about all the new places they saw on the tour.

12. Language Arts

Students took turns using the tape recorders. Conversations became more frequent. The bilingual students used their Indian language less and English more often. Letters improved grammatically. Scrapbooks gave opportunities for describing events and organizing materials.

In summary, the teacher-chaperones and resource personnel felt that the objectives of the proposed program were successfully met and executed, though it is recognized that any final authentication of the program would have to be made over a period of years as the lasting effects of the objectives become apparent.

The values that the program had were epitomized by an excerpt from a letter of thanks written by one of the boys to the Fort Hall Business Council. He told of all the places visited and many of the things he saw and ended his letter thus:

> "We saw lumber mills, smelters, fish fly company and so many things. I shall never forget. I thank you for your part in making this all possible for us."

Following is a list of the staff and children who participated in the program. The teacher-chaperones' name precedes the names of the students for whom he or she was responsible.

TED L. RAMSDELL, Lead Teacher-Chaperone

Mike Dann
Elwin Pongah
Dexter Denny
Merlin Study

LLOYD BROADHEAD

Truman Brunette
Delmer Edmo
Wesley Navo
Lennis Snipe
Danny Yupe

ROY TAYLOR

Mike Bagley
Nelson Fred
DeMonte Johnson
Lloyd Yupe
Merton Yupe

DIANE DAVIS

Melissa Broncho
Iola Jim
Theora Punkin
Andrianna Sheepskin
Karen Weiser

EDITH FREDRICKSON

Stephanie Edmo
Winona Ellsworth
Florinda LeClair
Karen Preacher
Regina Snipe

KIMIKO SHIMADA

Bernitta Appenay
Twila Batt
Tazena Diggie
Florine Pahneeno
Jeinene Tyler

The two tribal resource people were:

Leona Houtz
and
Bertha Roubidoux

## RECOMMENDATIONS FOR FUTURE PROGRAMS

1. Planning of objectives and writing the proposal should involve the entire staff.
2. More tours should be oriented toward occupational opportunities for girls.
3. Consideration should be given to length and day's activities. In some instances, the activities were scheduled too closely together for this age group.
4. Resource people should be responsible for obtaining and keeping informational materials and brochures obtained during the trip. If this would be done, it would have more meaning when they were passed out later and also they would not be so apt to be misplaced or lost.
5. Free time should be provided for unplanned activities. Many children made requests to do something different or just have free time of their own.
6. Specific time and schedule provided for individual and group counseling. Because of limited time and tight schedule, not enough time was available for individual help.
7. Portable battery powered public address systems should be provided for use on tours. Some of the tours weren't as beneficial because the students could not hear the guides.
8. Time should be allowed while on the trip for student evaluation. Some children were unable to return to the Fort Hall Agency for this purpose after the trip.
9. Portable tape recorders which could be heard by small groups would be beneficial. It was found that the children enjoyed playing back their songs and self-expressions on the tape recorders so others could hear them. Not all recorders we had operated in this manner.
10. Children should be involved in planning every aspect of the trip wherever possible.
11. A definite program should be put into operation for the follow-up and personal contact of each child and their teacher-chaperone throughout the school year.
12. We think this program has been of immeasurable value to these thirty children and strongly recommend that it be continued each year. A vast world of new horizons was opened; these two weeks enriched the lives and aspirations for thirty children whose eyes and minds had never had such a rich and happy experience.
13. There is definite need for part time typist to accomplish the typing and retyping needed during the writing of the program results. This would free all staff members for preparing the evaluation and documentation.
14. Have a high school boy to be instructed in photography and travel with the group.

Learning About Other Cultures

Games

And Away We Go

Merlin Made the Sign

World Museum of Mining, Butte

Aerial Fire Depot, Missoula

Bunker Hill Smelter, Kellogg

Safety Precautions Were Taken

Old National Bank of Washington, Spokane

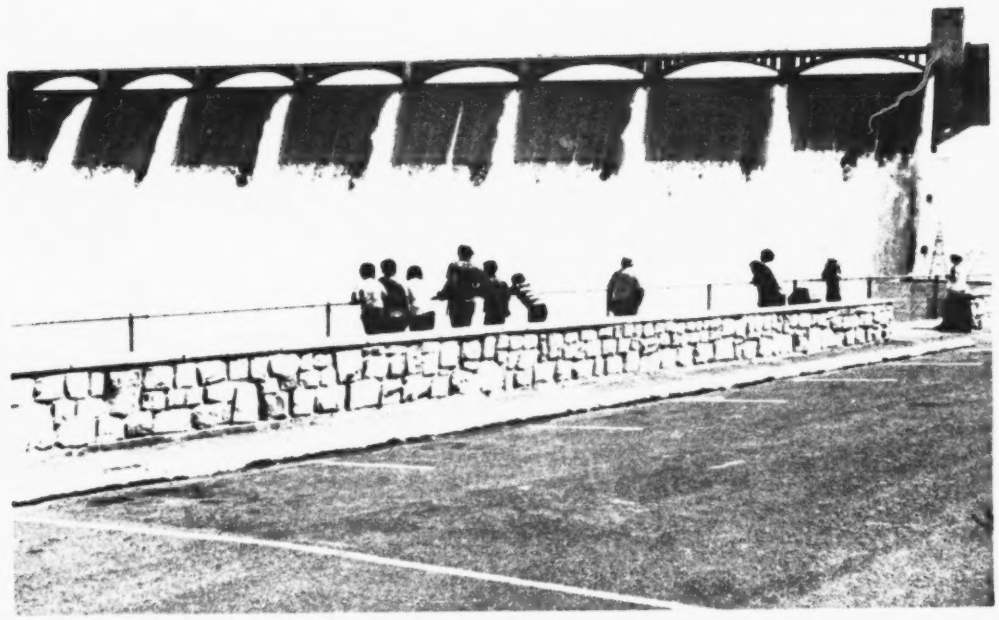
$1,000

KXLY-TV Spokane

Beating the Heat

Hungry Again!

Yakima Encampment, Yakima Reservation



Grand Coulee Dam

Pool Party at the Hotel, Pendleton

Dancing at the
Umatilla Reservation

Hamley Saddle Co., Pendleton

Singing for Fun
and Relaxation

Mountain Home Air Force Base

Waiting for the Chow Hall to Open

Snake River Trout Farm, Buhl

Chaperones Learned, Too!

Line Out in the Shade

Herrett's Museum, Twin Falls

Admiring Chief Joseph's Personal Items

Indian Jerky Was Passed Out

Showing Where We Have Been

Looking at Pictures Taken

Post-Trip Session

HAPPINESS IS . . . .

## ACKNOWLEDGEMENTS


Our thanks and appreciation is given to the following:

Shoshone-Bannock Tribes ..... Fort Hall, Idaho

Fort Hall Business Council ..... Fort Hall, Idaho

Tribal Education Committee ..... Fort Hall, Idaho

U. S. Office of Education ..... Washington, D.C.

John L. Pappan, Superintendent ..... Fort Hall Agency

VISTA Workers, Noreen Harrington, Grady Wray ..... Fort Hall, Idaho

Division of Indian Health ..... Fort Hall, Idaho

School District Administrators and Staff:

American Falls #381

Blackfoot #55

Pocatello #25

Many, Many Others ..... Idaho, Montana, Washington, Oregon